DOCUMENT RESUME

ED 036 046 EF 001 778

TITLE	OPPORTUNITIES UNDER THE VOCATIONAL EDUCATION ACT OF 1963. INFORMATION AND GUIDELINES FOR FORMATION/CONSTRUCTION OF AREA SECONDARY/POST-SECONDARY VOCATIONAL EDUCATION SCHOOL FACILITIES.
INSTITUTION	ILLINOIS STATE BOARD OF VOCATIONAL EDUCATION AND REHABILITATION, SPRINGFIELD. VOCATIONAL AND TECHNICAL EDUCATION DIV.
PUB DATE	OCT 66
NOTE	10P.
EDRS PRICE	EDRS PRICE MF-$0.25 HC-$0.60
DESCRIPTORS	AREA VOCATIONAL SCHOOLS, CONSULTANTS, CRITERIA, *FEDERAL AID, *FEDERAL LEGISLATION, GLOSSARIES, *POST SECONDARY EDUCATION, *PROJECT APPLICATIONS, STATE FEDERAL AID, *VOCATIONAL EDUCATION

ABSTRACT

DEFINITIONS OF "AREA VOCATIONAL EDUCATION SCHOOL CONSTRUCTION", "SCHOOL FACILITIES", "EQUIPMENT", AND "OCCUPATIONAL FIELD" ARE GIVEN IN TERMS OF THE VOCATIONAL EDUCATION ACT OF 1963. THE TERMS AND CONDITIONS FOR APPROVAL OF PROJECTS, MATCHING REQUIREMENTS AND PURPOSES, CRITERIA IN DETERMINING RELATIVE PRIORITIES OF PROJECTS, STEPS FOR PLANNING AREA FACILITIES, AND A PROPOSAL OUTLINE ARE DISCUSSED. (HH)

ED036046

INFORMATION AND GUIDELINES FOR FORMATION/CONSTRUCTION OF AREA SECONDARY/POST-SECONDARY VOCATIONAL EDUCATION SCHOOL FACILITIES

OPPORTUNITIES UNDER THE VOCATIONAL EDUCATION ACT OF 1963

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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EF 001 778

BOARD OF VOCATIONAL EDUCATION AND REHABILITATION

VOCATIONAL AND TECHNICAL EDUCATION DIVISION

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CONSTRUCTION OF AREA SECONDARY/POST-SECONDARY VOCATIONAL EDUCATION

SCHOOL FACILITIES

The opportunity for a majority of the American people to receive the training necessary to earn a livelihood, to be self-supporting, and to contribute to the welfare of this country, lies in the quality of the vocational and technical education program provided for them. The programs under the Vocational Education Act of 1963 are to be readily accessible, of the highest quality, and geared realistically to meet the challenge of our changing technology.

The Congress recognized that a massive country-wide movement must be initiated to provide these programs and consequently, for the first time Federal funds have been authorized for construction of area vocational technical school facilities. The kinds of facilities planned and constructed to accommodate needed programs will play an extremely important part in creating the proper environment conducive to the types of education and training needed.

TYPES OF AREA SCHOOLS

By definition, an "area vocational education school" may be any public school or public institution the facilities of which can be constructed or renovated and equipped with Federal funds under the provisions of the 1963 Act.

These may only include:

(a) a specialized high school used exclusively or principally for the provision of vocational education to persons who are available for full time study in preparation for entering the labor market, or

(b) the department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to persons who are available for full-time study in preparation for entering the labor market, or

(c) a technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market, or

(d) the department or division of a junior college or community college or university which provides vocational education in no less than five different occupational fields under the supervision of the State Board for Vocational Education leading to immediate employment but not leading to a baccalaureate degree.

These area vocational education schools defined above must be available to all residents of the State or an area of the State designated and approved by the State Board of Vocational Education and Rehabilitation (State Board). In the case of a technical or vocational school or a department or division of a community college, junior college, or university, it must admit as regular students both persons who have completed high school and persons who have left high school.

DEFINITIONS IN TERMS OF THE ACT OF 1963

"Construction" includes construction of new buildings and expansion, remodeling and alteration of existing buildings, and includes site grading and improvement. It also encompasses architect, engineering, and inspection expenses incurred for approved projects. To cover situations where an expenditure is only partly attributable to an eligible purpose a justifiable basis must be developed to substantiate the proration of construction for eligible and non-eligible sections of a school plant.

"School facilities" mean the facilities of an area vocational education school which may be constructed with Federal funds including:

> Instructional and auxiliary rooms and space necessary to operate a program of vocational instruction at normal capacity (in accordance with the State Plan and the laws and customs of the State), such as classroom, libraries, laboratories, workshops, cafeterias, office space, and utility space. This would not include facilities intended primarily for events for which admission is to be charged to the public such as single purpose auditoriums, indoor arenas, or outdoor stadiums.

"Equipment" means a fixed or movable article or set of articles which meet all the following conditions:

(a) The article retains its original shape and general appearance with reasonable care and use over a period of at least one year; (2) it is nonexpendable; that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it than to replace it with an entirely new unit; and (3) it does not lose its identity through incorporation into a different or more complex unit or substance.

(b) Initial equipment of the school facilities includes all necessary building fixtures and utilities and instructional equipment.

(c) In connection with the erection of new or the expansion of existing facilities, initial equipment shall include only that equipment which must be placed in the proposed facility to accommodate the type of instruction or other vocational education purpose for which the facilities are designed.

(d) In connection with the remodeling and alteration of existing facilities, initial equipment also may include equipment installed to replace obsolete or worn out equipment. Any reimbursement for salvage or trade-in value of any such equipment shall be deducted in computing the cost of such replacement equipment to be included in the construction costs of a proposed project.

"Occupational field" means a group of recognized occupations having substantial similarities common to all occupations in the group, e.g., similarity in the work performed; similarity in the abilities and knowledge required of the worker for successful job performance; similarity in the tools, machines, instruments and other equipment used; and similarity in the basic materials worked on or with. The term is applied, in the case of Federal participation in the construction of an area vocational school, to determine whether a department of a certain type of high

school, or a department or division of a junior college, community college, or university provides "vocational education in no less than five different occupational fields". The purpose is to assure that such schools will have offerings that will afford prospective students of varying interests a reasonably broad choice of the type of occupation for which they are to be trained. Determinations of what is an "occupational field" will be made in the light of this purpose.

TERMS AND CONDITIONS FOR APPROVAL OF PROJECTS

The State Board shall require the following assurances for the approval of projects for Federal financial participation.

(a) That the facility will be functional and will meet the needs of those persons and communities to be served.

(b) That the projects will be undertaken in an economic measure and will not be elaborate or extravagant in design or materials.

(c) That sufficient funds will be available to meet the State and local share of the cost of constructing the facility.

(d) That a suitable performance bond shall be provided in conjunction with new construction or extensive renovation.

(e) That, when construction is completed, sufficient State and local funds will be available for effective use of the facility for the purposes for which it is being constructed.

(f) That the interest of the State Board or the local educational agency in the facility and in the land on which the facility is located will be sufficient to assure undisturbed use and possession for the purpose of construction and operation of the school facility covered in the project during the expected usable life of such facility.

(g) That representatives of the U.S. Office of Education and such other persons as the Commissioner may designate will have access to the project whenever it is in preparation or progress at all reasonable times, and the contractor will provide proper facilities for such access and inspection.

(h) That all laborers and mechanics employed by contractors and subcontractors on all construction projects assisted under the 1963 Act will be paid wages not less than those prevailing as determined by the Secretary of Labor in accordance with the Davis-Bacon Act and shall receive overtime compensation in accordance with and subject to the provisions of the Contract Work Hours Standard Act and that all construction contracts shall incorporate the contract clauses required by 29 CFR 5.5 (a) and (c).

MATCHING REQUIREMENTS AND PURPOSES

Matching of Federal funds allocated for construction of area vocational education school facilities must be on a project basis. This means that every dollar of Federal funds must be matched with a dollar of State or local funds for each area vocational education school facility project supported by Federal funds in the State.

(a) Only public funds may be used for expenditures under the plan. In addition to appropriated funds, such funds may include funds derived from donations by private organizations or individuals which are deposited in accordance with state or local law to the account of the State Board or public educational agency without such conditions or restrictions on their use as would negate their character as public funds.

(b) Tuition and fees collected from students enrolled in a course may not be used as state or local funds for the purpose of matching Federal funds.

FISCAL AUDIT AND RECORD RETENTION REQUIREMENTS

All fiscal transactions by the State which involve Federal funds under the Acts are subject to audit by the U. S. Commissioner of Education and/or the State Division of Vocational and Technical Education in order to determine whether expenditures have been made in accordance with the Acts, the regulations, and the State Plan. Inventory and records supporting accountability for the disposition of school facilities constructed and non-consumable equipment costing $100 or more purchased under the State Plan (whether from Federal or matching funds) shall be maintained until notified in writing of the completion of the review and audit covering the disposition of such school facilities and equipment.

DISPOSITION OF FACILITIES AND EQUIPMENT

Whenever area vocational education school facilities or items of equipment, each initially costing $100 or more, in which cost the Federal Government has participated (whether with funds derived from Federal grants or State or local matching funds), are sold or no longer used for a purpose permitted under the Acts, the Federal Government shall be credited with its proportionate share of the value of such facilities and equipment at that time, the value being determined on the basis of the sale price in the case of a bonafide sale or on the fair market value in the case of discontinuance of use or diversion for other than vocational education purposes.

Inventories and records are required to be kept for all area vocational education school facilities or items of equipment as described in paragraph above. Such inventories and records shall be kept annually by the approved local educational agency. Although the title to such facilities and equipment may rest with either the State Board or a local educational agency, the State Board is responsible for having available in the State Office information sufficient for a determination of whether such facilities and equipment continue to be used for a purpose provided for under the Acts and shall provide permission and procedures for disposition of such facilities and equipment should their use be terminated.

POLICIES AND PROCEDURES FOR AREA SCHOOL APPROVAL

The State Board will cooperate with duly authorized public education agencies or institutions in determining the need for construction or renovation of facilities for vocational education. The identification of the need for an area vocational education school facility may be originated by the State Board or by a local agency or institution. The State Board will determine the degree of support to be granted any area vocational education school project. Action on a project shall follow a study of the area to be served, availability of state and local finances, and adequacy or need of facilities based generally on the criteria listed below regardless of the origin of application for approval.

PROJECTS UNDERTAKEN BY STATE BOARD

The State Board may initiate plans for an area vocational school or action may be taken by the Board following a request by an interested person or persons. Any such request shall be for a school which is not to be a part of a local educational agency. The State Board may determine the need for and establish state financed and state administered area vocational schools under its sole jurisdiction based on criteria for priority.

CRITERIA IN DETERMINING RELATIVE PRIORITIES OF PROJECTS

The State Board will assign priorities to area vocational school projects on the basis of factors such as the following:

(a) The relative number of persons to be benefited.

(b) The geographic area to be served.

(c) The relative need for the type of school (high school, post-high school, etc.) to be established or improved.

(d) The relative need for the type of facility (classrooms, libraries, shops, etc.) to be constructed or improved.

(e) The relative need and opportunity for persons trained in the occupations or occupational fields to be served.

PROJECTS UNDERTAKEN BY LOCAL EDUCATIONAL AGENCY

A local educational agency may submit evidence from a study based on the criteria listed below requesting action by the State Board on the application for construction of an area vocational education school.

The State Board may designate existing schools as area vocational schools eligible for construction, remodeling or alteration of existing buildings and shall determine priority of projects by designation of existing schools or by authorization of construction of new facilities. The State Board shall determine policies and procedures to be followed in allowing expenditures for the proportional share of the total project assignable to purposes eligible for funds under the 1963 Act and in accordance with the Constitution of the State of Illinois. The State Board shall determine the portion of a total project assignable to purposes in the 1963 Act if the same project includes school facilities eligible for Federal financing under any other federal statute.

STEPS FOR PLANNING AREA FACILITIES

1. Consult with Representatives of All Public School Districts Enrolling Secondary and/or Post-Secondary School Students Within Reasonable Commuting Distance of the Proposed Area School Center.

   Representatives of all such school districts within commuting distance of the proposed area center should be called together to receive information about the proposed school and to see if their districts wish to participate.

2. Survey and Analyze Vocational Opportunities, Training Skills Needed, and Student Interests.

   The survey information will provide a basis for proposing a program to meet identified and projected needs and to determine the facilities necessary to accommodate the proposed program.

   The need for the project will depend on the size and nature of the geographic area to be served, the number of high school and/or post-high school students in that area, and the number and types of training agencies already available to those students.

   A survey of employment potential will include the number of people employed in different occupations in the immediate area and other areas to which graduates might go to seek employment. On such information will depend the number and kinds of occupations for which training is to be offered.

   Detailed information relative to curriculum and facilities should be obtained about:

   a. Business and industrial needs, interests, and potential.
   b. Student's needs, interests, and potential.
   c. The geographic area the proposed school will serve.
   d. The scope and depth of instruction to be offered.
   e. Identification of at least five occupational areas.
   f. Implications for training and retraining.
   g. What physical facilities are presently available and can they be suitably and efficiently adapted.
   h. What is the potential for expansion or diversification.
   i. Kind, size, and amount of equipment required for the courses offered.

3. Consult With the State Division of Vocational Education.

   When sufficient information, interest, and authority has been developed which indicates need and potential support for an area school, an appropriate member of the Program Planning and Evaluation Unit of the State Staff should be contacted to give assistance in continued planning and development of the project proposal for the establishment of the area vocational education school.

4. Establish an Advisory Committee to the Local Educational Agency Having Proposed Administrative Control and Direction of the Proposed Area School.

   Such a committee composed of adequate representation of business, industry, labor, and lay persons can provide valuable direction to the educators in providing for the needs of all interested groups in the area.

5. Develop Educational Specifications and Plan a Finance Program, Including Capital Outlay and Current Operating Expenses.

Careful preliminary consideration should be given to the type of legal governing body, type of administration for the school, and to other features that will facilitate its efficient operation.

Clear determination should be made of the amount of support that may be expected. This will involve a study of the amount of taxable wealth in the geographic area, the extent of voter approval, industrial support, and student interest that may be expected.

6. Secure Appropriate Resolutions of All Local Agencies or Institutions Involved.

Resolutions should include the name of the local education agency, date of the meeting, names and signatures of members present, description of facilities and cost, and a statement of authorization to submit an application for federal financial participation in the construction of vocational education facilities.

Also included in the resolution should be the seventh paragraph as defined in the Rules and Regulations of the President's Committee on Equal Employment Opportunity, date of assurance of compliance with Title VI of the Civil Rights Act, and a statement from a bank or bonding company verifying that the matching money is available and can be specified for this construction in a separate account from other educational funds.

7. Submit the Project Proposal to the Appropriate Representative of the State Board of Vocational Education and Rehabilitation and Await Notification of Review Procedure.

CONTINUED PROCEDURE FOR APPROVED PROJECTS

8. Secure a Financial Agreement with the State Board.

Upon review and approval of a project proposal, the State Division of Vocational Education will secure a financial agreement indicating the amount of funds which will be available on a matching basis. It is suggested that a construction contract be developed to specify obligations of the State and local educational agency.

9. Select an Educational Consultant, Legal Counsel, Architect, and Other Professional Advisors.

The services of some or all of these persons may be required before the project proposal is approved. Certainly after the project is approved the services will be invaluable. These persons in addition to planning will need to check local, State, and Federal regulations and requirements.

10. Select and Acquire a Site if Construction is not on Previously Owned Property.

A site may be selected in accordance with the provisions of The School Code of Illinois. The site should provide sufficient space for present and future buildings, outdoor activities, parking, service drives, walkways, and be readily accessible to traffic, utilities and services.

11. Develop and Approve Preliminary and Final Architectural Drawings, Specifications, Site Development and Landscaping and Other Contract Documents.

The Division of Vocational Education personnel will review all blue prints. Upon acceptance of the blue-prints, a statement should be made as a protection against "change orders". Major change orders should be reviewed by the State Board.

12. Prepare Specifications on Furniture and Equipment Needs.

Furniture and equipment shall be secured in conjunction with the building design and program requirements. All equipment on which reimbursement is sought must be listed on Form VE 10 (Request for Approval to Purchase Instructional Equipment for Occupational Program.)

13. Secure Construction and Equipment Bids, Award Contracts, and Erect the Building in Conformance with the Official Plans.

In conjunction with construction activities the following requirements must be fulfilled:

a. A wage determination must be secured from the U. S. Department of Labor by the State Board and included in all bids for construction.

b. One copy of the initial payroll and each weekly statement of wage rate certification must be submitted and filed with the State Board and another copy kept on file by the local educational agency. This can be carried out by local board or architects representatives. Initial payrolls and weekly statements of wage rate certification must be kept for three years after completion of the construction.

c. On-site inspection of construction may be conducted by a delegated representative of the local board or architectural firm.

d. Final inspection procedures should be established for compliance with all applicable State and local codes.

AREA SECONDARY/POST-SECONDARY VOCATIONAL EDUCATION SCHOOL

PROPOSAL OUTLINE

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I. DESCRIPTION OF AREA TO BE SERVED: Describe the geographic and demographic conditions present in the area to be served by the proposed area school. Include a map of the area along with total secondary public school enrollment expectations and projections. Junior College districts will provide information for post-secondary enrollments.

II. ESTABLISH THE NEED FOR THE PROPOSED SCHOOL: Describe the specific occupational needs of the residents of the proposed area and explain how and why present programs and facilities (public and private) fail to meet these needs.

III. PRESENT PROGRAMS AND FACILITIES: Describe the present programs and facilities available in the area. Explain how present programs and facilities will be used in conjunction with the proposed school. Include adult and post-high school programs and facilities.

IV. PROGRAMS TO BE OFFERED IN PROPOSED AREA SCHOOL: Describe the new and the continued program to be offered in the school. Include plans for adults and out-of-school youth.

V. PLANS FOR EXPANSION: Describe future plans for expansion and use of program and facilities.

VI. BUILDING AND EQUIPMENT COSTS: Outline the costs of the proposed project including costs for site, building, equipment, architect and consultant fees. Designate the amount requested from the State Board.

VII. STUDENT SELECTION, TUITION AND TRAVEL: Explain the planned basis for student selection and conditions and provisions for travel and tuition.

VIII. ADMINISTRATION AND OPERATION: Describe the planned structure and organization of administration, supervision, and operation of the proposed school.

IX. EQUIPMENT AVAILABLE AND NEEDED FOR THE PROPOSED PROGRAM: List by program areas equipment presently available and new equipment needed with the estimated or projected values.

Proposals may be submitted to:

MR. ALFRED A. REDDING, Assistant Director
Vocational and Technical Education Division
Board of Vocational Education & Rehabilitation
405 Centennial Building
Springfield, Illinois 62706

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10/18/66